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Project Teacher Excellence for Economically Deprived and Culturally Differentiated Americans.
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Project Teacher Excellence for Economically Deprived and Culturally Differentiated Americans provides for the search for Mexican-Americans living in economically deprived areas of the Southwest who have potential ability but who would not go to college without financial aid. Those identified and selected for aid are admitted to Our Lady of the Lake College to participate fully in a specially designed 4-year bilingual and bicultural teacher training program. After they complete the program, they return as trained teachers to teach bilingually in the low-income Mexican-American areas from which they came. (Supporting documents and supplementary materials which are appended to the program description include publicity materials; lists of course requirements for the bachelor of arts degree in liberal studies with certification in bilingual elementary education; trainee selection criteria; and the annual program progress report (June 1968-June 1969) to the U.S. Office of Education with information on background of the students and evaluation of their progress and that of the program as a whole.) (JS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ED031423

OUR LADY OF THE LAKE COLLEGE
SAN ANTONIO, TEXAS

PROJECT TEACHER EXCELLENCE FOR ECONOMICALLY DEPRIVED AND CULTURALLY DIFFERENTIATED AMERICANS

Description and Development of the Project

Project Teacher Excellence for Economically Deprived and Culturally Differentiated Americans was developed to meet two critical needs: (1) the need in the Southwest for teachers with bicultural understandings and attitudes, and with bilingual capabilities, to teach in schools with high concentrations of Mexican-Americans, and (2) the need for increasing the opportunities for Mexican-American young people living in low-income areas to be admitted to and successfully attend institutions of higher learning.

The most acute educational problem in the Southwest is that which involves Mexican-American children. In the elementary and secondary schools of five states in this region--Arizona, California, Colorado, New Mexico, and Texas--there are approximately 1.75 million children with Spanish surnames. Many of these young people experience academic failure in school. At best, they have limited success. A large percentage become school dropouts.

A bilingual teacher can make a Spanish-speaking child's first contact with school a most satisfying experience. The teacher should welcome the pupil in his first language, thus establishing a bond of commonality. A gradual introduction to a second language with instruction for the improvement of the first can be an enrichment for the child in language facility and expression of thought that may exceed that of the child who speaks only one language.

SP002855

It is not sufficient to say that any bilingual or Mexican-American teacher can perform this function. For this reason, Project Teacher Excellence selects individuals to become teachers, themselves from low-income circumstances, wherein their feelings and attitudes allow them to identify more meaningfully with the children whom they serve.

It was to meet these needs that a plan for training bilingual teachers was developed. The project participants were selected from among those students who otherwise would not have an opportunity to go to college, many of whom could not be admitted to college by the use of the usual admission criteria. Student support was provided through the Educational Opportunity Grants, National Defense Student Loans, and the College Work-Study Program. Ample financial aid was provided so these low-income students could attend college like other students.

Special selection criteria were established for identifying students with potential even though they did not meet the usual college entrance requirements. These included personal qualities, motivational factors, employment history, family relationships, ability to cope with personal problems, which even include survival techniques, evidences of social sensitivity and concern, the high school record or General Education Development Scores, the student's test record, recommendations of teachers, counselors, principals, social workers, and interested persons.

A special four-year program of studies for training of bilingual and bicultural teachers was developed over a period of two years of study. This program was developed through the work and contributions of Bilingual Specialists of the Southwest Educational Development Laboratory, Austin, Texas; Director of Bilingual Education, Texas Education Agency; Special Bilingual Consultants from the entire Southwest; Mexican-American Affairs

Unit of the United States Office of Education; the Director and Staff of the School of Education of Our Lady of the Lake College; and the Academic Dean and Academic Staff of the College. This program of studies has been approved by the Texas Education Agency and the Texas State Board of Examiners.

Ninety students are now in the project. The project enrolled the first students in September, 1967.

Objectives

The purpose of the Project in Teacher Excellence for Economically Deprived and Culturally Differentiated Americans is to search out and select each year, for four years, American citizens of Mexican origin, who otherwise probably would not attend college, for a four-year specialized teacher education program, and at the end of four years to return them as college graduates and trained teachers to the areas from which they came, or similar areas, to live, teach, and work.

The specific aims of the program may be stated as follows:

1. To give an opportunity annually for low-income Americans of Mexican origin who have been sought out and selected to enter a four-year specially designed teacher education program. These would be students who otherwise probably would not go to college.

2. To provide special training in a teacher education program specifically designed for students who have lived in a low-income neighborhood and family, and have lived in a culturally differentiated environment.

3. To prepare these students to teach bilingually in elementary school. Students are expected to be committed to this objective.

4. To develop in these prospective teachers intercultural understandings and attitudes which will facilitate their working creatively with children from low-income areas who have language problems.

5. To return these students as well-trained teachers to the type of area from which they came so that they and their families can form the nucleus for lifting the economic and educational level of their communities and promote the integration of their group into American living.

6. To evaluate the progress of these students continuously so that their training program can be modified as needed to develop them into effective teachers of economically deprived Mexican-Americans.

Personnel Involved

Director - Dr. Guy C. Pryor, Associate Professor of Education, who is an experienced teacher, principal, superintendent, and college teacher

Assistant Director - Robert H. Rosa, a social psychologist, who is also Director of the College Work-Study Program

Coordinator - Sister James Elizabeth Gonzales, Chairman of Foreign Language Department

Secretary - Mrs. Dorothy Parham

Secretarial Assistant - Maria Chavarria

Special Consultant - Dr. Harold Wren, Director of the School of Education

College Academic Dean - Sister Mary Clare Metz

Consultants - Dr. Joe Cardenas, Director of Bilingual Education, Southwest Educational Development Laboratory;
Dr. Severo Gomez, Associate Commissioner for Bilingual and International Education, Texas Education Agency

Annual Budget

I	Personnel	
	Director - 50% time	$ 7,400
	Assistant Director - 50% time	5,000
	Coordinator and Linguist - 50% time	6,000
	Secretary - full time	4,800
	Secretarial Assistant - half time	2,000
	Consultants and Counselors	4,000
II	Employee Benefits	1,650
III	Travel	1,500
IV	Supplies and Materials	600

V	Communications	$ 300
VI	Services	400
	Totals	$33,650

This budget shows the funds supplied by the Talent Section of the Bureau of Higher Education, United States Office of Education, and by the Southwest Educational Development Laboratory, Austin, Texas, for the project as a combination talent search project and pilot program for the training of bilingual teachers.

Student Budget
(From Student Financial Aid)

Resident Student	$ 2,500
Commuter Student	$ 2,200

These amounts are for students whose needs are total.

Contributions to the Improvement of Teacher Education

1. This is apparently the first effort in the United States to have a four-year teacher education program designed specifically for the training of bilingual teachers.

2. Students from the Mexican-American poverty areas are proving their academic potential and showing their cultural empathy as interns in bilingual classrooms as sophomores.

3. Through the help of the competent consultants in the field, a program of studies for the training of bilingual teachers has been developed and implemented. This is the first such program in the State of Texas.

4. This program gives promise of sending the most capable and suitable teachers that have been produced into the barrios.

Evaluation

1. The project has had tremendous holding power, with only one outright dropout. Two other students transferred to other programs, and one student has interrupted her program for a semester because of the intense need of her family for her services.

2. The students have succeeded. Their percentage of failures was as small in all areas as the freshman class as a whole, in spite of the fact that 20 of the project students did not pass the College Board Entrance Examination.

3. A program of studies for the training of bilingual teachers has been developed.

4. The teacher-training program has attracted attention in many states and is being widely sought as a resource program for other new and developing teacher-training programs.

5. The State Board of Regents for Texas Senior Colleges unanimously passed a resolution for Texas Senior Colleges to implement a similar program. The resolution was written by the Project Director in response to a request from the Regents.

SUPPORTING DOCUMENTS AND SUPPLEMENTARY MATERIALS

Our Lady of the Lake College

TEACHER EXCELLENCE FOR ECONOMICALLY DEPRIVED AND CULTURALLY DIFFERENTIATED AMERICANS

PROJECT TEACHER EXCELLENCE FOR ECONOMICALLY DEPRIVED AND CULTURALLY DIFFERENTIATED AMERICANS provides for the search for and selection of Mexican-Americans with potential ability living in economically deprived areas, who otherwise probably would not go to college, to be admitted to Our Lady of the Lake College in a specially designed teacher training program and to be returned as trained teachers to the areas from which they came, or similar areas, to teach.

The teacher training program provides special courses in speech for diction and for understanding of bilingual speech problems, in Spanish that will enable the students to teach bilingually, in English for communication competence and knowledge of comparative phonetics and linguistics, in sociology with the emphasis on pre-Columbian and Hispanic cultures and their present-day relativity to the processes of cultural integration in the Southwestern United States, special courses in the Worden School of Social Service, and education courses directed toward the problems of the disadvantaged children from Spanish-speaking homes.

The students will be financed through Educational Opportunity Grants, the Work-Study Program, and National Defense Student Loans. The students will be provided careful individual guidance and tutorial assistance where necessary.

The return of the students to the areas from which they came, or similar areas, as teachers is expected because of their personal commitment and the advantages to be obtained by the 100% loan cancellation for teaching in certain schools in low-income areas.

This project is open to all of the states in the Southwest with heavy concentrations of Mexican-Americans, but students will be drawn primarily from the San Antonio, Texas, area where the need is so apparent.

This project is funded by the Educational Talent Section of the United States Office of Education.

Dr. Guy C. Pryor, Project Director
Robert H. Rosa, Ass't. Project Director
(Mrs.) Dorothy E. Parham, Project Secretary

The purpose of the Project in Teacher Excellence for Economically Deprived and Culturally Differentiated Americans is to search out and select each year, for four years, American citizens of Mexican origin, who would otherwise probably not attend college, for a four-year specialized teacher education program, and at the end of four years to return them as college graduates and trained teachers to the areas from which they came, or similar areas, to live, teach, and work.

A. The specific aims of the program may be stated as follows:

1. To give an opportunity annually for low-income Americans of Mexican origin who have been sought out and selected to enter a four-year specially designed teacher education program. These would be students who otherwise probably would not go to college.

2. To provide special training in a teacher education program specifically designed for students who have lived in a low-income neighborhood and family, and have lived in a culturally differentiated environment.

3. To prepare these students to teach bilingually in elementary school. Students are expected to be committed to this objective.

4. To develop in these prospective teachers intercultural understandings and attitudes which will facilitate their working creatively with children from low-income areas who have language problems.

5. To return these students as well-trained teachers to the type of area from which they came so that they and their families can form the nucleus for lifting the economic and educational level of their communities and promote the integration of their group into American living.

6. To evaluate the progress of these students continuously so that their training program can be modified as needed to develop them into effective teachers of economically deprived Mexican-Americans.

B. Significance of the Project

The most acute educational problem in the Southwest is that which involves Mexican-American children. In the elementary and secondary schools of five states in this region--Arizona, California, Colorado, New Mexico, and Texas--there are approximately 1.75 millio- children with Spanish surnames. Many of these young people experience academic failure in school. At best, they have limited success. A large percentage become school dropouts.

Little headway is being made against the problem. While teachers and administrators are, and have been, deeply concerned about it, they are also, for the most part, perplexed as to just what to do. The traditional approach has been simply to ignore the unique circumstances of children from Spanish-speaking homes, to assume that even with little or no experience in speaking English they would somehow learn as easily as their English-speaking classmates. Obviously, this did not happen. As a result, some schools have attacked the problem directly by grouping all their Mexican-American children in a pre-first grade where they would spend a year learning English and laying a foundation for regular school experiences. Such a procedure has the built-in disadvantage of creating an over-age group of students who must then go all the way through school a jump behind peers.

And as recently as March, 1967, the San Antonio Evening News reported that a "BLUE RIBBON group of local educators" found, "The people of San Antonio have the lowest education attainment of any major Texas city."[1] The report further stated that

> 52 per cent of all Mexican-Americans in Texas over 25 years of age had completed no more than four years of school, and only 11.7 per cent had gone to high school. ...San Antonio (has) an unemployment rate of six per cent which compares with a 3.9 per cent rate for the United States. ...The Mexican-Americans maintain the highest rate of illiteracy, the highest dropout rate, the highest unemployment rate, the lowest educational attainment rate of any minority group.[2]

If this ethnic group does not differ in innate ability from the great mainstream of American citizenry, then some problem(s) has existed to keep it from finding a workable compatibility with the dominant culture. While the more subtle cultural differences between this group and its mainstream counterpart may not be apparent to the casual observer, the clearly outstanding difference is the fact that English is not the "mother tongue" for the Mexican-American. Moreover, as Manuel noted, "(since)...there is a strong tendency for them to occupy different residential sections, ..the isolation of Spanish-speaking children tends to defeat their attempts to learn English."[3] This problem of language continues to be both a cause and an effect of isolation, the result of which is that the children of this sub-culture usually enter a school where virtually all of the instruction is in English, while at the outset they have only a rudimentary knowledge of Spanish.

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[1] San Antonio Evening News, March 13, 1967, p. 1.

[2] Ibid

[3] Herschel T. Manuel, Spanish Speaking Children of the Southwest (Austin: University of Texas Press, 1965), p. 30.

It has long been recognized that starting to school can be a traumatic experience for any child unless careful procedures are used to smooth the transition from home to school. When the Spanish-speaking child enters school for the first time and is thrown into an English-speaking environment, he finds himself in a strange world where even his language is rejected. To be unable to communicate with the teacher, the mother-substitute in the school environment, leaves the child isolated and insecure. To reject one's language is to reject him as a person and to reject his culture. He even begins to feel there is something wrong with his family, for they speak the language and live in the culture which he has found rejected at school. This can form the psycho-social matrix for anomie. This is the name psycho-linguists give to the lost feeling an individual may have in belonging neither to his his own group or to a new group. When a child is without pride in the first culture and has little or no interest or liking for the second, the combination can destroy the motivation for the child, cause him to become neurotic and chronically disoriented. This condition can even be mistaken for mental retardation or slow learning ability.

On the other hand, a child's first contact with a second language can be an enriching experience. The teacher should welcome the pupil in his first language, thus establishing a bond of commonality. A gradual introduction to a second language with instruction for the improvement of the first can be an enrichment for the child in language facility and expression of thought that may exceed that of the child who speaks only one language.

It is not sufficient to say that any bilingual or Mexican-American teacher could perform this function. While it is true that Mexican-American teachers would be more sympathetic to the problems of poverty children of Mexican-American extraction, it must be recognized that there are social classes among Mexican-American people in our country. Normally, the Mexican-American teacher is drawn from the middle classes and has a set of middle-class values; these teachers do not always have empathy with the children from poverty homes. The present project selects individuals to become teachers, themselves from low-income circumstances, wherein their feelings and attitudes allow them to identify more meaningfully with the children whom they serve.

It is the purpose of this Project to start students of Mexican origin, who have experienced deprivation, into a teacher training program in the first year. As these students, who are committed to return to their deprived areas, or similar areas, to teach, finish the teacher training program, they will soon be teaching in sufficient numbers to make quite an impact on breaking the poverty cycle and the poverty syndrome in the areas in which they are working. It will be necessary for them to teach in these areas for six years or more in order to obtain 100% cancellation of their loans. The graduates from this teacher training program will certainly enhance the educational opportunities for the pupils they teach.

Date _____

PROJECT TEACHER EXCELLENCE

Our Lady of the Lake College

San Antonio, Texas 78207

PERSONAL INFORMATION SHEET

Name _____ Parents or Guardians _____

Address _____ Address _____

_____ _____

City State Zip Code City State Zip Code

Telephone _____ Telephone _____

Father's Occupation _____ Mother's Occupation _____

_____ _____

Family Income_____ Applicant's Birthdate _____

Number of Dependents (Excluding father & mother) _____

Applicant's Placement Among Siblings (i.e., oldest, youngest, etc.) _____

Work Experience of Applicant _____

_____

_____

_____ Social Security No. _____

High School Attended _____

Years Attended _____ Date of Graduation _____

Grade Average _____ Rank in Class_____ Quarter of Class _____

TESTS

Name _____ Rating _____

Name _____ Rating _____

Name _____ Rating _____

Name _____ Rating _____

Extracurricular Activities _____

_____

_____

Honors or Awards Received _____

_____

_____

Condition of Health: Excellent _____ Good_____ Fair_____ Poor_____

Reasons for Seeking Admission to Project Teacher Excellence:

_____

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Comments:

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OUR LADY OF THE LAKE COLLEGE

PROJECT TEACHER EXCELLENCE

FINANCIAL STATEMENT

Income information to be completed by parents, guardians, married applicants, or independent students.

Applicant's Name:_____

Parents' Names:_____

Address:_____
Street City State Zip Code

Occupation:_____
Father Mother

Employers:_____

Address:_____

_____
City State Zip Code City State Zip Code

Number of dependent children (or adults) who reside in the family home:_____

Family income: (From all sources before taxes):

	19___ Actual Prior Year	19___ Estimate Current Year
Wages or Salary:.....	_____	_____
Pensions (Retirement or Disability):...	_____	_____
Social Security Benefits:.....	_____	_____
Other:.....	_____	_____

Name and address of your bank: _____

Do you own your home?_____If yes, include rate of monthly payments:_____

If you rent, indicate amount paid per month: _____

Amount of total cash assets now in a savings account:_____

Amount of assets from any other sources: _____

Who is the head of your household? Parent_____Spouse_____Self_____Other_____

List below those who receive support from the head of your household. Give relationship to you, their age and place of employment or school they attend.

Name	Age	Sex	Relationship	Employment or School

I declare that the information given within this application is true, correct, and complete to the best of my knowledge and ability.

Self, Spouse, Guardian or Parent's Signature: _____

Relation to Applicant: _____

Date: _____

Sworn to and subscribed before me this: _____day of_____,____

_____
(Signature of officer administering oath)

_____
(Title)

Comments:

Project Teacher Excellence
Our Lady of the Lake College
San Antonio, Texas 78207

I fully understand the intent and purposes of Project Teacher Excellence and I enter this specialized program of teacher training willingly and with full intention of completing the program and teaching in an elementary school in a culturally differentiated poverty area, thereby obtaining full cancellation of the National Defense Student Loan provided for my use in this project.

_____
Student's Signature

The commitment made by _____
was made with my full knowledge and approval.

_____
Parent's or Guardian's Signature

OUR LADY OF THE LAKE COLLEGE
PROJECT TEACHER EXCELLENCE
PROGRAM OF STUDIES

BACHELOR OF ARTS DEGREE IN LIBERAL STUDIES
WITH CERTIFICATION IN BILINGUAL ELEMENTARY EDUCATION

Academic Foundations (General Education)

*RELIGIOUS STUDIES (6-12 hrs)	R.S. 150	Old Testament	3
	R.S. 151	New Testament	3
	R.S. 368	Crisis of Faith	2
	Religious Studies Electives		4
		Total -	12 hrs
PHILOSOPHY (6 hrs)	Pl. 250	Philosophy of Being	3
	Pl. 251	Philosophy of Man	3
		Total -	6 hrs
ENGLISH (12 hrs)	Eng. 251	Literature & Composition: World Literature (Sophomore English) (Prerequisite Freshman English or Advanced Placement)	6
	Ling. 381	Introduction to Linguistics	3
	Eng. 471	The Modern English Language (Contrastive Linguistics)	3
		Total -	12 hrs
FOREIGN LANGUAGE (6 hrs)	**Spn. 253	Reading & Composition (Sophomore Spanish) (Prerequisite Freshman Spanish or Advanced Placement)	6
		Total -	6 hrs
SCIENCE (12 hrs)	Bio. 150	General Biology	6
	Phys. Sci. 350	Physical Science for Teachers	3
	Phys. Sci. 351	Earth Science for Teachers	3
		Total -	12 hrs

OUR LADY OF THE LAKE COLLEGE
PROJECT TEACHER EXCELLENCE
PROGRAM OF STUDIES

BACHELOR OF ARTS DEGREE IN LIBERAL STUDIES
WITH CERTIFICATION IN BILINGUAL ELEMENTARY EDUCATION
(Cont'd)

ARTS (12 hrs)	Art 150	Basic Art	3
	Mus. 380	Basic Music	3
	Spe. 151	Public Speaking	3
	Spe. 153	Voice and Diction (For Spanish Speaking)	3
		Total -	12 hrs
HISTORY (6 hrs)	Hs. 261	History of the United States (Emphasis on History of the Southwest)	6
		Total -	6 hrs
MATHEMATICS (6 hrs)	Mt. 130a	Modern Mathematics	3
	Mt. 440	Mathematics for Teachers	3
		Total -	6 hrs
PHYSICAL EDUCATION (4 semesters)			NON-CREDIT
POLITICAL SCIENCE (3 hrs)	P.Sc. 251a	Political Science (Federal & Texas Government)	3
		Total -	3 hrs

Electives

ELECTIVES		Total -	11 hrs

Specialization Area

SOCIOLOGY (24 hrs)	Soc. 250	Fundamentals of Sociology	3
	Soc. 251	Cultural Anthropology (To include the Aztec, Mayan, and other pre-Columbian cultures as well as the Hispanic culture in Southwestern United States and Latin America)	3

OUR LADY OF THE LAKE COLLEGE
PROJECT TEACHER EXCELLENCE
PROGRAM OF STUDIES

BACHELOR OF ARTS DEGREE IN LIBERAL STUDIES
WITH CERTIFICATION IN BILINGUAL ELEMENTARY EDUCATION
(Cont'd)

Soc. 352	Social Psychology	3
Soc. 360	The Family	3
Soc. 361	The Community	3
Soc. 390	Latin American Cultures	
	or	
Soc. 492	Anthropology of Pre-Hispanic Mexico	3
Soc. 472	Sociological Theory	3
Soc. 483	Ethnic Relations	3

Total - 24 hrs

The courses listed here have previously been included in the Academic Foundations areas:

COMBINATION OF SUBJECTS: 12 Semester Hours

Phys. Sci. 350	Physical Science for Teachers	(3)
Phys. Sci. 351	Earth Science for Teachers	(3)
Art 150	Basic Art	(3)
Mus. 380	Basic Music	(3)
Mt. 440	Mathematics for Teachers	(3)

Professional Development
Junior Standing
(12 semester hours of elementary content subjects)

PROFESSIONAL CONTENT	Ed. 474	Teaching Reading in the Elementary School	3
	***L.S. 351	Library Materials for Children	3
	Ed. 465	Language Development for the Bilingual Child	3
	Ed. 477	Teaching in Spanish in Elementary Schools	3

Total - 12 hrs

OUR LADY OF THE LAKE COLLEGE
PROJECT TEACHER EXCELLENCE
PROGRAM OF STUDIES

BACHELOR OF ARTS DEGREE IN LIBERAL STUDIES
WITH CERTIFICATION IN BILINGUAL ELEMENTARY EDUCATION
(Cont'd)

Professional Courses
(approximately 12 semester hours)

PROFESSIONAL EDUCATION	Ed. 361	Developmental Psychology	3
	Ed. 362	Educational Measurement & Evaluation	3
	Ed. 371	Curriculum & Instruction in the Elementary School	3
	Ed. 482	Contemporary Philosophy of Education	3
		Total -	12 hrs

Student Teaching
(6 semester hours)

STUDENT TEACHING	Ed. 492	Student Teaching (In bilingual schools)	6
		Total -	6 hrs

GRAND TOTAL - 140 hrs

*Catholic students at Our Lady of the Lake College are expected to take twelve semester hours in Religious Studies. Non-Catholics may take Religious Studies or Social Studies or Philosophy. Catholic students entering as juniors will be expected to take courses in Old Testament and New Testament (6 hours) as a minimum.

**The amount of Spanish that a person takes will not be in terms of credits beyond the required hours listed here, but will be determined by a proficiency evaluation by the Spanish Department.

***L.S. 351: Materials for Children, should emphasize Spanish-American children's literature and provide material for elementary story telling.

OUR LADY OF THE LAKE COLLEGE
PROJECT TEACHER EXCELLENCE
PROGRAM OF STUDIES

BACHELOR OF ARTS DEGREE IN LIBERAL STUDIES
WITH CERTIFICATION IN BILINGUAL ELEMENTARY EDUCATION
(Cont'd)

SOCIAL WELFARE SEQUENCE: (It is recommended that students in the Project also include these three courses in their preparation)

S.W. 380	Social Welfare as a Social Institution	3
S.W. 383	Social Welfare and Social Work Methods	3
S.W. 384	Observation and Field Experience in Social Work	3
	Total -	9 hrs

Since Freshman English is a prerequisite to the Sophomore English listed for those students who do not qualify for advanced placement, and since the Freshman Spanish is a prerequisite to the Sophomore Spanish listed for those students who do not qualify for advanced placement, these hours, which may total 14, must be subtracted from the elective hours.

PROJECT TEACHER EXCELLENCE

SELECTION CRITERIA

Financial Need

Evidence of financial need necessitating extensive student aid in order to attend college. Definite preference is given to students in hard core poverty. The Parents' Confidential Statement must indicate that the student is eligible for an Educational Opportunity Grant, preferably in the maximum bracket. This also makes it imperative that the student have a National Defense Loan and College Work-Study employment.

Motivational Factors

1. Degree of concern for others
2. Credibility of observable and/or verbalized evidence of internalized realistic acceptance of the goal of becoming a bilingual teacher
3. Extent of ability to understand and to feel problems related to the "day-to-day" Mexican-American, who is both a victim and perpetuator of poverty
4. Evidence of desire to complete a four-year college teacher-training program. A factor here is what caused the applicant to show initial interest in the Project and the extent to which the original seed has grown to an impelling force.

Personal Qualities

1. How has the applicant coped with his own problems?
2. Has he or she chosen assistance resources outside of himself; i.e., community agencies?
3. To what extent has the applicant been hurt or helped by problems?
4. Degree of independence, or lack of same, reflected in the work record
5. Degree of continuity reflected in work record
6. Nature of work involvement (For example, work in community action programs tends to enhance awareness of social conditions)
7. Experiences in a Mexican-American community in poverty
8. Personal experiences with a language problem in primary school

Academic Ability

1. Multiple sources for academic evaluation: College Entrance Tests, Achievement Test record, IQ, high school record,

honors, special achievements, and the degree of problems, difficulties, and adversities under which attainments were made.

2. Rank in class
3. Recommendations of teachers, counselors, principals, friends, social workers, interested citizens
4. Participation and success in extra-curricular activities
5. Evidences of ability discovered in the interview
6. Linguistic ability in Spanish and English

Other Factors

1. Evidence of emotional support by parents or other family members
2. Alertness and perceptiveness of the applicant as he is observed

WEIGHTING OF SELECTION FACTORS

Financial Need is a prerequisite for selection.

Academic Ability, even though possibly below usual standards, must be evident sufficiently to indicate some possibility of success in college. Outstanding academic ability is neither sought nor discounted.

The Motivational Factors and Personal Qualities are plus factors that enable the applicant to emerge from among his competitors for selection.

CONTRACT NO. OEC 4-7-004360-4360

PROJECT TEACHER EXCELLENCE

PROJECT NO. OE 53-0470

FUNDED UNDER EDUCATIONAL TALENT SECTION

OF UNITED STATES OFFICE OF EDUCATION

ANNUAL PROGRESS REPORT

JUNE 15, 1967, THROUGH JUNE 30, 1968

GUY C. PRYOR, PROJECT DIRECTOR

OUR LADY OF THE LAKE COLLEGE

SAN ANTONIO, TEXAS

PREFACE

The privilege of operating Project Teacher Excellence during the 1967-68 school term has been a most enlightening and gratifying experience. It has been most satisfying to see these formerly deprived students blossom as opportunities have been made available to them. Their motivation and achievement have exceeded our fondest expectations.

We, therefore, express our appreciation to the students for the inspiration that they have given us as they have seized upon these opportunities. We express appreciation to the college administration who have so solidly backed this project and have been willing to administer the college regulations with more flexibility so that these opportunities could be made available to these students who were lacking in some of their preparation, and who needed more consideration than is usually given. We are grateful to the Financial Aid Officer for her increasing insight into the possibilities of a program of financial aid which makes it possible for a student without any financial resources of his own to attend college, and for her administration of the program with more understanding and increased empathy. We express appreciation to the college faculty and staff for their growing knowledge of, and participation in, a program of this nature so that better opportunities for learning could be made available.

Mr. David Johnson made a tremendous contribution to this Project in his visit to Our Lady of the Lake College through the understanding

and information which he brought to the Project staff and the college faculty. We are grateful to Miss Julie Noone and Dr. Hugh Satterlee for their confidence, patience and consideration.

The other members of the Project Staff have rendered invaluable service. Mr. Rosa, the Assistant Project Director, has an understanding of, and identification with, the Mexican-American which has greatly facilitated the smoothness of the Project's operation.

Grateful acknowledgment is made to Dr. Harold Wren, Director of the School of Education, for his conceiving and initiating the idea of this project.

Guy C. Pryor
Project Director

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ANNUAL REPORT
PROJECT TEACHER EXCELLENCE
PROJECT NO. OE 53-0470
JUNE 15, 1967, THROUGH JUNE 30, 1968

I. THE PROJECT AND ITS PURPOSES

A. General Statement

Project Teacher Excellence is sponsored by Our Lady of the Lake College, San Antonio, Texas, and is funded by the Department of Health, Education and Welfare through the Educational Talent Section of the Division of Higher Education under the Higher Education Act of 1965; (P.L. 89-329), section 408.

Project Teacher Excellence was designed and implemented in order to search out Mexican-American students from low-income areas who probably otherwise would not have an opportunity to obtain a four-year college education, and to train these students to become bilingual elementary teachers for schools located in low-income areas. This project thus serves two needs: (1) discovering Mexican-American students with potential and providing them with an opportunity for a college education, and (2) increasing the number of bilingual teachers available who understand the nature and needs of the pupils living in Mexican-American low-income areas. There is a definite shortage of teachers with these capabilities and understandings.

B. Purpose and Objectives

Purpose: To search out and select each year, for four

years, American citizens of Mexican origin, who would otherwise have no opportunity to attend college, for a four-year specialized teacher-education program, and, at the end of four years, to return them as college graduates and trained teachers to the areas from which they came, or similar areas, to live, teach, and work.

Related Objectives

1. To give an opportunity annually for low-income Americans of Mexican origin who have been sought out and selected to enter a four-year, specially designed teacher-education program in a four-year college. These would be students who otherwise would have no opportunity to go to college.

2. To provide special help and special training in a teacher-education program, specifically designed for students who have lived in a low-income neighborhood and family, and have lived in a culturally differentiated environment.

3. To prepare these students to teach bilingually in elementary school.

4. To train these prospective teachers in social work, recreation, and social betterment programs.

5. To return these students as well-trained teachers to the type of area from which they came, so that they and their families can form the nucleus for lifting the economic and educational level of their communities and promote the integration of their group into American living.

6. To evaluate the progress of these students continuously so that their training program can be modified as needed to develop them into effective teachers of economically deprived Mexican Americans.

7. To publicize all of the methods of student financial aid so that a far larger number of high school graduates and students in high school will know the possibilities that exist for economically deprived students to go to college. (During the last three months of this reporting period, this objective has received increased emphasis)

C. Nature of the Project

Prospective students with talent and potential are searched

out for a teacher-training program. The teacher-training program provides special courses in speech for articulation and understanding of bilingual speech problems after diagnostic testing, in Spanish that will enable the students to teach bilingually, in English for communication competence and knowledge of comparative phonetics and linguistics, in sociology with emphasis on the culture of Mexico and the Southwest and the processes of cultural integration, special courses in the Worden School of Social Service, and education courses directed toward the problems of the disadvantaged children from Spanish-speaking homes.

The students are financed through Educational Opportunity Grants, the Work-Study Program, and National Defense Student Loans. The students are provided careful individual guidance and tutorial assistance where necessary.

The return of the students to the areas from which they came, or similar areas, as teachers is definitely encouraged by the 100-per cent loan cancellation aspect of the program for teaching in these specially designated schools and also by the personal commitment of the students and his parents.

This project is open to all of the states in the Southwest with heavy concentrations of Mexican-Americans, but naturally many students are drawn primarily from the San Antonio, Texas, area where the need is so apparent.

There are more than one million Americans of Mexican origin in the South Texas area. They constitute one of the largest

poverty and illiterate groups in the United States. They are handicapped by a lack of education and vocational training, a foreign language commonly spoken, and a culture that is at variance with the dominant Anglo culture in several respects. The cultural pattern is here important in that it places little premium upon schooling or education and the children become dropouts, contribute to delinquency, marry early, and the poverty cycle is continued.

The purpose is to break the poverty cycle, to increase the acceptance of the idea that schooling for children is valuable, to raise the educational level in the areas of concentration of low-income Mexican Americans, and to lessen the pressures of social and economic deprivation.

The children in school need a teacher who speaks their language, knows the conditions under which they live, and understands the values the population has accepted. This type of teacher can work effectively to obtain the cooperation of parents. Teacher training has not provided this kind of teacher previously. There is a need to seek out and to educate a group of teacher-leaders for this population group.

Teachers in the United States are characteristically drawn from the middle class, socially and economically. Their values are those of the class they represent. Their status and values are frequently different from the students they teach. In a city such as San Antonio, Texas, the population of the schools

is more than ½ Americans of Mexican origin, the majority of the teachers are Anglo-American, and the dropout rate of the students is one of the highest in the nation on the elementary level.

This project identifies young people from poverty homes. It proposes to provide them with the skills for earning a living. But also it equips them to serve as the nucleus for breaking the poverty cycle in a community. These youths, when trained, will return to their community, and by their very presence and activities, raise the level of community life, both in the present in terms of economics, and in the future in aiding youngsters to engage in a productive life, as opposed to being caught in a poverty cycle.

It is not sufficient to say that any bilingual or Latin-American teacher could perform this function. While it is true that Latin-American teachers are more sympathetic to the problem of poverty children of Latin-American extraction, it must be recognized that there are social classes among Latin-American people in our country. Normally, the Latin-American teacher is drawn from the middle classes and has a set of middle-class values; these teachers do not always have empathy with the children from poverty homes. The present project selects individuals to become teachers themselves from poverty circumstances, wherein their feelings and attitudes are akin to the children whom they serve.

It is the purpose of this project to start students of

Mexican origin, who experience deprivation, into a teacher training program in the first year. As these students, who are committed to return to their deprived areas, or similar areas, to teach , . finish the teacher-training program, they will soon be teaching in sufficient numbers to make quite an impact on breaking the poverty cycle and the poverty syndrome in the areas in which they are working. It will be necessary for them to teach in these areas for six years or more in order to obtain the 100 per cent cancellation of their loans. Furthermore, it is also the purpose of this project, after the first year's students have been selected from the senior classes in high schools in deprived areas, to begin making contact with pupils at the junior and sophomore levels, as well as the senior level, so that these students will be encouraged to remain in school. This gives them hope and also implements one of the primary purposes of the Higher Education Act of 1965.

As the project has operated throughout the year, every opportunity for making presentations to high school students has been seized. Explanations have been made to pupils in groups and in individual conferences in high schools, at social service centers, and on the college campus. The activities in this respect have certainly not been confined to those students who would eventually become participants in Project Teacher Excellence. The opportunities offered through financial aid for students have been explained to many classroom teachers and even to counselors.

Some counselors have even shown some surprise at the availability of financial aid. Counselors have been encouraged to advise students who usually are over-looked that college is a possibility for them too.

D. The Project Staff

The project staff includes Dr. Guy C. Pryor, Project Director; Robert H. Rosa, Assistant Project Director; Mrs. Dorothy Parham, Secretary. These three staff members work as a team, but specific duties are assigned to each which are too comprehensive to delineate in this report. The College Fiscal Officer is Sister M. Dorcas Mladenka.

II. PROBLEMS OF THE PROJECT

A. Need for the Project

Again it must be emphasized that this project was implemented because so many Mexican-American pupils had difficulty qualifying for college academically and needed knowledge that available aid made it financially possible for them to go to college, and because there is such a crying need for qualified, understanding bilingual teachers in the low-income areas with concentrations of Mexican-American people.

B. Criteria for Selection

The first of these purposes was a problem from the very beginning. If the usual methods of college selection were not to be used, if the pupils could not pass the usual college entrance tests, and if they came from high schools whose graduates go to

college in small numbers with questionable success, then what criteria were to be used for selection of project participants? How was motivation to be measured? How much weight was to be given to each factor, quality, or characteristic that was considered in the selection process? After much study, an analysis of what was actually being done, a careful review of all operant factors, and a formulation of the consensus of judgment of the project staff and the consultants, the selection criteria were written under the following headings: Financial Need, Motivational Factors, Personal Qualities, Academic Ability, Other Factors, and Weighting of Selection Factors.

Financial Need

Evidence of financial need necessitating extensive student aid in order to attend college. Definite preference is given to students in hard core poverty. The Parents' Condifential Statement must indicate that the student is eligible for an Educational Opportunity Grant, preferably in the maximum bracket. This also makes it imperative that the student have a National Defense Loan and College Work-Study employment.

Motivational Factors

1. Degree of concern for others
2. Credibility of observable and/or verbalized evidence of internalized realistic acceptance of the goal of becoming a bilingual teacher
3. Extent of ability to understand and to feel problems related to the "day-to-day" Mexican-American, who is both a victim and perpetuator of poverty
4. Evidence of desire to complete a four-year college teacher-training program. A factor here is what caused the applicant to show initial interest in the Project and the extent to which the original seed has grown to an impelling force

Personal Qualities

1. How has the applicant coped with his own problems?
2. Has he or she chosen assistance resources outside of himself; i.e., community agencies?
3. To what extent has the applicant been hurt or helped by problems?
4. Degree of independence, or lack of same, reflected in the work record
5. Degree of continuity reflected in work record
6. Nature of work involvement (For example, work in community action programs tends to enhance awareness of social conditions)
7. Experiences in a Mexican-American community in poverty
8. Personal experiences with a language problem in primary school

Academic Ability

1. Multiple sources for academic evaluation: College Entrance Tests, Achievement Test record, IQ, high school record, honors, special achievements, and the degree of problems, difficulties, and adversities under which attainments were made
2. Rank in class
3. Recommendations of teachers, counselors, principals, friends, social workers, interested citizens
4. Participation and success in extra-curricular activities
5. Evidences of ability discovered in the interview
6. Linguistic ability in Spanish and English

Other Factors

1. Evidence of emotional support by parents or other family members
2. Alertness and perceptiveness of the applicant as he is observed

WEIGHTING OF SELECTION FACTORS

Financial Need is a prerequisite for selection.
Academic Ability, even though possibly below usual standards, must be evident sufficiently to indicate some possibility of success in college. Outstanding academic ability is neither sought nor discounted.

The Motivational Factors and Personal Qualities are plus factors that enable the applicant to emerge from among his competitors for selection

C. Success of the Students

The real test of the criteria by which students were selected is measured by how successful the students were who were selected by this process. Even though this is a part of evaluation, it seems logical to report it here. It should also be kept in mind that individual counseling, tutorial services, and an enormous amount of individual attention to each student also contributed to the success of the students in the project.

The first measure of success cited is a comparison of the per cent of students who failed, or were placed on probation for a deficiency of grade points, between the freshman class as a whole and the students in Project Teacher Excellence. It is noted that the project students had a slightly better academic performance during the first semester of their freshman year than the freshman class as a whole.

Comparison of Failures Among Freshmen Students in Project Teacher Excellence, Fall-1967, and Freshman Class of Our Lady of the Lake College as a Whole

Course	% of Failures College	% of Failures P.T.E.
Biology	4.1	4
English	3.8	0
Spanish	5.9	3.5
Mathematics	2.8	0

% of Students Placed on Probation in College - 13.4
% of Students Placed on Probation in Project - 13.3

The second measure of success cited is a Comparison of SAT Scores and Grade Point Averages in the Freshman Year. It is noted here that even though twenty of these students did not make the score required of freshmen at Our Lady of the Lake College, the Project students did as well as the freshman class as a whole who did meet the college entrance test requirements:

SAT Score	First Sem. Gr. Pt. Avg.	Second Sem. Gr. Pt. Avg.
960	1.4	1.8
608	.66	.50
603	1.2	1.3
(Entered 1/68)		.75
750	2.0	1.8
906	1.0	.46
655	1.5	.23
1007	1.5	1.8
812	1.5	1.8
860	1.8	1.8
759	1.7	1.5
587	1.5	.50
911	1.8	1.8
763	1.6	2.5
682	.69	0.0
650	1.1	1.0
897	2.0	2.3
730	1.2	1.8
741	1.5	1.0
885	1.2	1.0
773	2.0	2.0
876	1.0	0.0
937	1.5	2.0
731	.69	.23
740	1.5	1.8
831	.75	.50
755	1.7	1.8
733	1.0	.25
(Entered 1/68)		1.6
(Entered 1/68)		1.3
1074	.23	0.0
790	1.5	.50

The grade point mean for students in the project was 1.25. The

correlation between the SAT scores and the grade point scores was .07. This is not significantly different from a zero correlation and indicates that the SAT scores are not predictors of college success for students from this population.

A third measure of student success was some achievement testing done by the Southwest Educational Development Laboratory. Their report follows:

"Introduction: The Science and Social Studies portions of the Sequential Tests of Educational Progress achievement battery were administered to the students participating in the Teacher Excellence Project at Our Lady of the Lake College on May 27, 1968. The Science test measures ability in symbolic and quantitative reasoning. The Social Studies test evaluates ability to interpret materials and to analyze relationships.

"Procedure: A control group of 14 females from the freshman class, 1967-68, not in the Project, and the experimental group of 14 females and 15 males were administered the two tests in 35 minute testing sessions. The Social Studies examination was given before the Science test.

"Results: The following table shows the high, median, and low scores recorded for the control group, the male subjects, and the female subjects. In general, the male experimental group scored the highest and the female experimental group scored the lowest. Approximate norm percentiles are given by each raw score to aid in interpretation.

	Control Group		PTE Male		PTE Female	
	Raw Score	Norm %	Raw Score	Norm %	Raw Score	Norm %
SOCIAL STUDIES						
High Score	55	96	54	95	49	89
Median Score	39	56	39	56	37	51
Low Score	28	22	28	22	24	10

(Southwest Educational Development Laboratory testing continued on next page)

	Control Group		PTE Male		PTE Female	
	Raw Score	Norm %	Raw Score	Norm %	Raw Score	Norm %
SCIENCE						
High Score	38	85	43	95	30	56
Median Score	26	39	30	56	22	28
Low Score	19	15	21	24	18	12
	N=14		N=15		N=14 "	

It is noted here that the Project students, both men and women, scored above the national median for end-of-the-year freshmen on the STEP Test in Social Studies, and the men also scored above the median in Science.

D. The Program of Studies, Its Formulation, and Its Value to The Project

The second major purpose of this project was to help meet the need for competent bilingual teachers for low-income Mexican-American areas. Designing a program of studies is usually not considered a function of talent search. On the other hand, it might be the better part of wisdom to consider what a good college program can do for talent search. It does little good to discover talent and potential and to get the students enrolled in college with all necessary aid if the students soon become dropouts. A college program that gives promise of meeting a previously unresolved need of a large minority group for the enhancement of their educational opportunities gives the students in such a program a strong purpose for living and completing a college education. This kind of commitment creates motivation far in excess of anything the student would

desire to do just in his own self interest. This gives the program holding power, which is just as important as getting the student into college in the first place.

Furthermore, the developing of a program of studies gave an opportunity for the project staff to work with the entire college faculty in terms of the college concern and commitment to providing college opportunities for the students who come from socio-economic deprived areas, and to meeting the needs of this type of student who previously was not present on many college campuses.

Here at Our Lady of the Lake College, this work with the faculty in providing a college educational program for these disadvantaged youths has been an especially rewarding experience. The college financial aid program has been greatly altered so that extremely poor students can now attend college like men and women instead of like poor relatives that are merely to be tolerated as they try to exist on a mere pittance.

The work with the Curriculum Committee has caused many departments to reexamine their courses to determine their relevance to the needs of these students. Many courses have been completely revised, and others have been redirected and have added new emphasis. Some of the inflexible college requirements have become flexible. Many professors have become more cognizant of the worth-while contributions these students can make to culture, to new viewpoints, and to the enrichment of college life. Other students are gaining new experiences and new insights. The program of teacher preparation

has been reexamined to determine ways teachers can be better prepared for teaching the disadvantaged. Various faculty members have conferred with the Project Director concerning better ways they and their departments can serve the needs of these students.

Another by-product has been some modification of attitude and policies of those involved in college admissions. The college is becoming coeducational and is the only college in the Southwest whose student body has approximately the same ethnic composition in the same proportion as the various ethnic groups exist in the general population of the area.

All in all, it seems quite apparent that much advantage accrues to a talent search project for a program to be specifically designed for the students who compose the project.

Out of this has come a Program of Studies. The Project consultants have contributed greatly to the development of this Program of Studies. It is being constantly revised, but is listed here as it now exists.

PROJECT TEACHER EXCELLENCE

A PROGRAM OF STUDIES
FOR BILINGUAL ELEMENTARY TEACHERS

HUMANITIES

Eng. 251	Sophomore English	6 hrs.	
	Speech (To include a strong emphasis on voice and diction)	6 hrs.	
Spn. 253	Sophomore Spanish	6 hrs.	

SOCIAL AND BEHAVIORAL SCIENCE

Hs. 261	American History (Emphasis on History of the Southwest)	6 hrs.	
P.Sc.251a	Political Science (Texas Government)	3 hrs.	
Soc. 250	Sociology	(3 hrs.	Included in core)
Psy. 250	General Psychology	3 hrs.	

NATURAL SCIENCES, MATHEMATICS

Bio. 150	General Biology	6 hrs.	
	Physical Science	(3 hrs.	Included in Prof. Content Courses)
Mt. 130a	Modern Mathematics	3 hrs.	

PHILOSOPHY (Six to nine hrs. of Philosophy may be counted in any of the three areas above)

Phil. 250	Philosophy of Being	3 hrs.	
Phil. 251	Philosophy of Man	3 hrs.	
Ed. 482	Philosophy of Education	(3 hrs.	Included in Prof. Education)
	TOTAL	45 hrs.	

INTERDISCIPLINARY SEQUENCE: MAN AND HIS SOCIETY
Core: Behavioral Sciences

Soc. 250	Fundamentals of Sociology	3 hrs.

Soc. 251	Cultural Anthropology (To include the Aztec, Mayan, and other pre-Columbian cultures, as well as the Hispanic culture in Southwestern United States and Latin America)	3 hrs.
Soc. 352	Social Psychology	3 hrs.
Soc. 360	The Family	3 hrs.
Soc. 361	The Community	3 hrs.
Soc. 390	Latin American Cultures	3 hrs.
Soc. 483	Ethnic Relations	3 hrs.
Soc. 490	Ind. Study	3 hrs.
	TOTAL	24 hrs.

COMBINATION OF SUBJECTS: 12 Semester Hours Selected From the Following:

Phy.Sci.351	Earth Science for Teachers	3 hrs.
Eng. 361	American Literature	3 hrs
Eng. 471	Modern English Language (Includes contrastive linguistics)	3 hrs.
Psy. 380	Psychology of Personal Adjustment	3 hrs.
Art 150	Basic Art	3 hrs.
L.S. 351	Library Materials for Children (See NOTE below)	3 hrs.
Geo. 351	Basic Geography (Includes Spanish-American Culture)	3 hrs.
Mus. 380	Basic Music	3 hrs.
Sp. 160	Phonetics	3 hrs.
Sp. 354	Oral Interpretation of Poetry	3 hrs.
P.E. 271	Personal and Community Health	3 hrs.
P.E. 364	Elementary School Physical Educ.	3 hrs.
P.E. 464	Teaching Health and P.E. in Elem. Schls.	3 hrs.
	TOTAL	12 hrs.

PROFESSIONAL CONTENT COURSES (Select 12 hours)

	Teaching of Spanish in Elem. Schls.	3 hrs.
Math 440	Teaching of Modern Math	3 hrs.
	Teaching of Reading	3 hrs.
	Teaching of English as a Foreign Lang.	3 hrs.
Phy.Sci.350	Physical Science for Teachers	3 hrs.
	TOTAL	12 hrs.

PROFESSIONAL EDUCATION

Ed. 361	Human Development	3 hrs.
Ed. 482	Contemporary Philosophy of Education	3 hrs.
Ed. 362	Educational Measurement and Evaluation	3 hrs.
Ed. 492	Student Teaching	6 hrs.
Ed. 371	Curriculum & Instruction in the Elem. Schl.	3 hrs.
Ed. 361	Developmental Psychology (Included in the Interdisciplinary Sequence)	3 hrs.
	TOTAL	18 hrs.

ELECTIVES (Religion, English, Spanish, etc.) 29 hrs.

TOTAL 140 hrs.

SOCIAL WELFARE SEQUENCE: (It is strongly recommended that students in the Project also include these three courses in their preparation)

S.W. 380	Social Welfare as a Social Institution	3 hrs.
S.W. 383	Social Welfare and Social Work Methods	3 hrs.
S.W. 384	Observation and Field Experience in S.W.	3 hrs.
	TOTAL	9 hrs.

Catholic students at Our Lady of the Lake College are expected to take twelve semester hours in Religious Studies. Non-Catholics may take Religious Studies or Social Studies or Philosophy. Catholic students entering as juniors will be expected to take courses in Old Testament and New Testament (6 hours) as a minimum.

Some of the students take six hours of Freshman English and eight hours of Freshman Spanish in addition to the above. Furthermore, all students who do not meet Sister James Elizabeth's evaluation of Spanish proficiency will need to enroll for additional hours in Spanish.

NOTE: L.S. 351: Materials for Children, should emphasize Spanish-American children's literature and provide material for elementary story telling.

The selection of 12 hours from the Combination of Subjects area should be directed to these courses which are most important for the bilingual elementary teacher.

When the undergraduate Teacher Education curriculum has been revised, it will be inserted instead of the existing courses.

Some students can complete this program in four years by using some or all the summer school time available. Others will profit greatly by making it a five year program.

The courses prescribed here do not adequately prepare teachers to teach elementary mathematics. Others will be included as soon as they are designed and the college is prepared to offer them.

This is an evolving program that is being constantly reevaluated and revised. Revisions will hopefully be submitted at frequent intervals for approval.

E. Publicizing Financial-Aid and Availability of Opportunities

One of the very evident and recurring problems is the inadequate dissemination of the available opportunities for financial aid for the students from low-income families. This knowledge of financial aid opportunities is especially denied to students who have questionable academic achievement, or who are borderline or less, as determined by the usual measures of college potential. The Project staff has seized every opportunity to increase the dissemination of knowledge of financial aid opportunities to all the high school students. Presentations have been made before high school senior classes and some junior classes, to groups of interested students in certain high schools after proper announcements have been made, in various community and social service centers, through individual conferences, through eight television programs, through radio appearances, through many newspaper articles, through contacts with individual teachers, through

letters, telephone calls and responses to all inquiries. A summary of these is given in the "Statistics" section.

F. The Assistant Director, Robert H. Rosa, Speaks

It seemed most appropriate that the Assistant Director's viewpoint and experience with Project Teacher Excellence should constitute an important part of this report. This is included here in the form of a letter. It should be noted that this letter adds much light to the nature of this Project and what it does for those who lack full opportunity:

"Dear Dr. Pryor:

After a year of involvement in Project Teacher Excellence, one feels not only the need but the duty to reflect upon the past twelve months. Why duty? Simply because I have come to feel that Project Teacher Excellence is beginning to provide a vital, education-oriented, inroad to the lives of thousands upon thousands of Mexican-Americans, many of whom could not look to the future for hope.

The Mexican-American, as a "hyphenated-American" of long standing (historically, of longest standing), has frankly failed to become, in any meaningful way, either a benefactor of, or a contributor to, the democratic ideal as we know it, or would like to know it, in America. Much impassioned, only sometimes worthy, rhetoric has served to focus on the handicaps--social, economic, educational--of this large Spanish-speaking group in recent years.

Much sociological truck has been made of the concepts of "machismo", the "extended-family", paternalism, filial duty and the like as they relate to the Mexican-American. Certainly these worthwhile concepts are the materia medica of those who would be useful in channeling those who are educationally and economically differentiated into the American mainstream.

But, alas, knowing these concepts differs greatly from communicating a feeling of action for them. The implied criticism is, of course, that although academic interaction re the Latino is usually cogent and dynamic, gut-level, grass roots, "eye-balling" interaction between the "helped" and the "helper" are, at best, rare.

It is, however, with a feeling of pride, that I can honestly report that Project Teacher Excellence is "eye-balling" at the very heart of the problem as it is defined by the scope of the project--that is, an attempt at extending hope and direction in an effort to cut into the Mexican-American poverty cycle by seeking to provide fully-financed college opportunity, historical and socio-psychological awareness, and bilingual elementary teacher education to Mexican-American youngsters who had, at best, very limited hope of enrolling in a four-year senior college.

Perhaps it might be helpful to examine some of the actual interaction in Project Teacher Excellence in the light of the purposes and rationale of the project so as to see just how goals are being met.

One of our stated aims is to seek out youngsters of Mexican origin, low income, and limited opportunity, for a specially-designed four-year teacher education program. What has the recruiting process accomplished? By our method of evaluating potential selectees, that is, using not only economic and academic criteria, but also (perhaps most importantly, motivational criteria) we have brought to our campus, for example, Gloria, a $3,000.00 per year barber's daughter from a family of eight children, who, by most admission standards, would have been precluded as a college candidate in that a 97 I.Q. rating and a considerably below mean performance on national admission tests would not seem to favor candidacy. She was admitted on the basis of the strong concern she displayed for helping elementary school youngsters overcome language problems that interfere with their educational development. When accepted, she stated that although she knew she would have to work hard to "make her grades", she was sure "we would be proud of her" at the end of the school year. She understated magnificently for, in addition to becoming an exceptional secretary to the Chairman of the Speech and Drama Department at the college via the College Work-Study Program, working part-time on weekends to aid the family, she compiled a 2.5 (on a 3 point scale) grade point average.

Then there is Libby, who called the college from her neighbor's home after watching the initial Project Teacher Excellence information press conference on television. Libby's father, mother, brothers and sister subsist on minimal welfare assistance in an old sharecropper's shack south of San Antonio. Her dad has been afflicted with a serious heart condition for more than nine years. Prior to his disablement, the family moved regularly in the migrant stream. Libby's dad, though having some good insights, has been somewhat embittered by a combination of limited opportunity and prolonged physical disability. He remained the stern patriarchal, protective, Mexican-American father figure, and it took three gut-level sessions to convince him that the opportunity the project sought to provide

for Libby was sincere, above-board, and not just the handiwork of "another Anglo with a scheme". Libby's dad gradually turned from hostility to complete support of the youngster's aspiration. This is further indicated by his willing participation at the National Conference on Educational Opportunities for Mexican-Americans held in Austin on April 25 and 26, 1968. By the way, Libby's dad will function to solicit the involvement of poverty folks like himself in educational betterment and health programs.

Libby's case points to an evident area of concern regarding every Project Teacher Excellence enrollee--the area of financial assistance.

We have come to know that, for a youngster in poverty, financial aid is but tokenism unless such aid is as complete as we can make it. Project Teacher Excellence was somewhat handicapped by both a late start and under-funding in terms of the monies available in Educational Opportunity Grants and in the College Work-Study Program; consequently, student need at the beginning of the 1967-68 academic year was not provided for as it should have been. This is not to say, however, that the meeting of need realistically and meaningfully for each enrolled student has ever been a secondary or minimal consideration. I am particularly gratified that funds have become available to make Educational Opportunity Grants and College Work-Study Program opportunities what they should be during the coming academic year.

In discussing financial assistance available for college attendance generally, it is not heartening to note that there exist many under-informed, and worse, totally uninformed youngsters throughout South Central Texas. For the most part, our talks with area principals, counselors and students (over and above those persons contacted concerning Project Teacher Excellence) have been well received, but I honestly feel that the reality of financial assistance at the college level, especially for disadvantaged youngsters, needs to be more widely, personally and effectively communicated. Our past participation, through mailings and numerous direct information sessions with teachers, administrators and students, has been, I feel, a helpful step. However, the encouragement and inspiration, the realistic extension of hope, that must attend the dissemination of financial assistance information must be provided on a wide scale and with, ideally, an individualized, head-to-head approach wherever and whenever possible.

With respect to the long-range goals of the project, I continue to believe that our youngsters, when they are able to enter the individual classroom as fully-prepared bilingual elementary teachers, will represent an embodiment of hope, of pride, of proof, that the avenues to the future are not detoured or closed.

What a marvel it shall be for a six-year old to be confronted by a first-grade teacher who can appreciate the extent of his problems, a teacher who will serve to enhance the child's self-identity by complete acceptance of what the child has been, and is and, most importantly, a teacher who is willing and able to inspire what that six-year-old can become.

Sincerely,

S/
Robert H. Rosa
Assistant Director
Project Teacher Excellence "

III. PERTINENT STATISTICS FOR THE YEAR

A. Students Contacted by Project Staff

(1) Explanations Made -

June, 1967, through June, 1968 - Approximately 1500

(2) Total Interviews -

June, 1967, through June, 1968 - Approximately 428

(3) Number of Persons Who Made Application for College Admission -

June, 1967, through June, 1968 - Approximately 211

B. Students Placed

(1) 1967-68

Project Teacher Excellence	Our Lady of the Lake College - Through General Admissions	Placed in Other Colleges or Universities
34	6	9

1 student - NYC Training Program
1 student - Vocational Nursing School
4 students - Accepted Jobs
1 student - Returned to High School

Students Placed (Cont'd)

(2) 1968-69

Project Teacher Excellence	Our Lady of the Lake College - Through General Admissions	*Placed in Other Colleges or Universities
65	3	2 (Univ. of Texas)

*All students that we had been unable to accept in the Project were urged to attend another college, and in most instances, suggestions for specific colleges were made. This work, of course, is still in progress.

C. Composite Profile of the Average Selectee for Project Teacher Excellence, 1967-68

General Background:

1. The average age is 18.4 years.

2. The condition of physical health is most often reported as "good".

3. Physical appearance (height and weight) approximate norms for general population.

Scholastic Background:

1. An average senior-year achievement level is recorded as 87.64.

2. The average rank in class is 45 out of an average graduating class of 321.

   One girl graduated 3rd in a class of 320, one was 2nd in a class of 17, and one was 16th in a class of 474.

3. The largest graduating class was 735; the smallest was 17.

4. The students came from 13 public schools and 2 Catholic schools.

Family Background:

1. Average number of dependent children in family is 6.

2. Average level of total family income is $2,500.00.

   7 families with only one adult head of household or family, and 24 families with both parents residing at home.

Occupations of Head of Household:

(Skilled)

1 Printer

1 Technician

1 Radar technician

(Semi-skilled)

1 Fire fighter

1 Sheet metal worker

1 Barber

1 Aircraft mechanic's helper

1 Carpet layer

1 Garage mechanic's helper

(Unskilled)

1 Housewife

4 Laborers

1 Delivery man

1 Saleslady

2 Seamstresses

3 Warehousemen

1 Truck driver

1 Kitchen helper

1 Sewer worker

1 File clerk

1 Maid

Regardless of how some of these occupations may sound, the incomes for participants in this Project are low. In many instances, the occupation listed is only a part-time occupation. Some of the people are existing on social security and welfare.

D. Composite Profile of the Average Selectee for Project Teacher Excellence, 1968-69

General Background:

1. The average age is 18.4 years.

2. The condition of physical health is most often reported as "good".

3. Physical appearance (height and weight) approximate norms for general population.

Scholastic Background:

1. Sixteen of the applicants accepted had taken the Scholastic Aptitude Test. Of this group, 9 had scores of 800 or above and 7 below. The lowest score was 636.

2. Thirty-three of the applicants accepted took the ACT. Of this group, 11 made 19 or above and 22 scored below 19,

the score used as a guideline at Our Lady of the Lake. Seven students made below 16 on the ACT, which is frequently considered a minimum score by any college.

3. Three students have been accepted on the basis of GED tests without graduation from high school.

4. Fifteen of the 31 students who took the Metropolitan Achievement Test were accepted in the Project with an average college-bound percentile of 40.

5. Five applicants were admitted on the basis of high school transcripts and recommendations, without testing.

6. One junior college transfer dropped out of school at the seventh grade and has only one year of junior college.

7. The distribution of ACT scores is as follows:

Score	Frequency
26	1
25	2
24	1
22	1
21	3
20	2
19	1
18	3
17	4
16	8
15	2
14	1
13	2
12	1
10	1
	33

8. Sixty-two per cent of the students selected for the school year 1968-69 come from high schools in the San Antonio area and 38% come from outside the San Antonio area. These students come from places in Southwest Texas as far away as Laredo, Edinburg and Corpus Christi. One student comes from Milwaukee, Wisconsin. The students come from 21 public high schools, 4 Catholic high schools and 3 junior colleges.

Family Background:

1. Average number of dependent children in family is 4.4.

2. Average level of total family income is $3,616.28.

   Eleven families with only one adult head of household or family, and 49 families with both parents residing at home. Three accepted applicants are independent persons.

3. Itemized list of occupations follows:

(Semi-skilled)	(Unskilled)
1 Industrial Engineer's Tech.	1 Custodian (courthouse)
7 Mechanics	6 Laborers
1 Machine Operator (Comm.)	4 Cooks
1 Credit Mgr. (Western Auto)	2 Truck Drivers
1 Car Painter	2 Salesladies
1 Brick Layer's Helper	1 Waitress
1 Painter	1 Truck Deliveryman
2 Barbers	2 Construction Workers
1 Crane Operator	4 Clerks
1 Welder	1 Aid (Hospital)
1 Watchmaker	1 Bell Man (Hotel)
1 Serviceman	1 Postal Clerk
1 Paint Mixer	1 Seamstress
1 Butcher	1 Inspector (Civil Service)
	1 Maid
	1 Janitor
	1 Farmer
	1 Motor Repairman
	1 Mechanic's Helper
	1 Medical Inspector
	1 Foreman
	1 Fountain Mgr.

B. High Schools From Which the Students Came and Number of Students From Each

1967-68

Bishop High School	1
Brackenridge High School	2
Burbank High School	4
Edgewood High School	3
Edison High School	1
Fox Tech High School	2
Harlandale High School	2
John F. Kennedy High School	7
Sidney Lanier High School	2
St. Gerard's High School	1
Smiley High School	1
Southside High School	1
Southwest High School	1
Wichita Falls High School	1
Blessed Sacrament Academy	1
St. Francis Academy	1
Jefferson High School	1

1968-69

Brackenridge High School	4
Burbank High School	2
Cotulla High School Cotulla, Texas	1
Devine High School Devine, Texas	1
Edgewood High School	3

Fox Tech High School	4
Harlandale High School	2
Holy Cross High School	1
Hondo High School Hondo, Texas	2
Jefferson High School	2
John F. Kennedy High Schl	3
Lamesa High School Lamesa, Texas	1
Lanier High School	1
Laredo Junior College	2
Little Flower High School	1
Lytle High School Lytle, Texas	1
Martin High School Laredo, Texas	10
Foy H. Moody High School Corpus Christi, Texas	2
Nixon High School Laredo, Texas	2
St. Philip's College	2
San Antonio College	1
San Marcos High School San Marcos, Texas	2
South San Antonio High Schl	3
Southside High School	1
Southwest Texas Jr. College Uvalde, Texas	1
Southwest Texas State College San Marcos, Texas	1
St. Teresa's Academy	1

South Division High School 1
Milwaukee, Wisconsin

Washington State University 1

IV. EVALUATION

Actually, the evaluation of Project Teacher Excellence has been reported already in the foregoing sections of this report. This has been done in the process of describing the activities of the Project and the results of the activities.

The first item of evaluation is in Section II (B), "Criteria for Selection", (Pages 7-10). The spelling out of the criteria for selection is really indicative of the work being done. The reporting of the success of the use of these criteria for selection in Section II (C), "Success of the Students", (Pages 10-13), is a very pertinent evaluation. The fact that the students who were selected by these criteria did as well as the college freshman class as a whole, as indicated by the percentage of failures and percentage of students placed on scholastic probation, is indicative of success in the use of the selection criteria. Furthermore, the report of the relationship between College Board scores and the grade point averages, showing a correlation of .07, is indicative that the selection criteria were more useful than SAT scores in predicting academic success.

The measurement made by the Research Staff of the Southwest Educational Development Laboratory, as reported on Pages 12-13, shows the academic success of the students in the Project as compared with a control group of college students. These data

show that one of the objectives of the Project, which is to identify students who are economically and educationally disadvantaged and who would not ordinarily be accepted in college, either academically or financially, has been accomplished with a rather high degree of success. The students are in college with adequate financial support, and they are academically successful.

The data for the evaluation of the Project in terms of number of people counselled, the number of people who received explanations of financial aid, the number of people selected for the Project, the follow-up of students who were not selected for the Project, and the profiles of the students selected for 1967-68 and for 1968-69, are all reported in the "Statistics" section of this report.

Another surprising outcome of this Project has been the opportunities for involvement in the Mexican-American community and its needs which have been opened to the Project's staff and to the students in the Project. The Project Director has been added to the Advisory Board for the Education of the Mexican-American in San Antonio, was invited to draft a resolution concerning bilingual education for the Board of Regents of Texas Senior Colleges (which was adopted), has met with various Mexican-American groups and committees concerned with the improvement of educational and economic opportunities for the Mexican-American and has appeared on television in the interest of the Mexican-American. The Project Director also

has been selected as a member of the Educational Committee of Model Cities. The Assistant Project Director is immersed in so many Mexican-American projects and involvements that it is impossible to enumerate them. The students in the Project have been used as speakers for several different groups and have appeared on two television programs. All of these involvements are influential in increasing the educational opportunities for the disadvantaged Mexican-American.

The Project, by its very nature, is a continuing and ongoing activity. The first year of its operation has been most successful in terms of Project objectives.

V. FORWARD LOOK

The forward look and new directions for Project Teacher Excellence have been determined by the understandings and outcomes of the Project in its operation in 1967-68. Some of these new understandings and outcomes are:

1. An increased confidence in the ability of Mexican-American students to make satisfactory academic achievement in college, even when the usual college entrance tests do not predict this success.
2. An increased confidence that these students with potential can be identified by the use of the selection criteria which the Project has formulated.
3. A better understanding of the proper use of student financial aid for the total support of students from low-income areas. This aid can be administered in such a way as to give the

student from the poverty area the same opportunities for a college education which the more affluent student enjoys.

4. A keener awareness of the need for making a knowledge of financial aid opportunities available to more Mexican-American students. The number of high school students who never hear about financial aid opportunities for college education is appallingly large.
5. A better understanding that the implementation and operation of a project such as "Teacher Excellence" is a total college commitment requiring the understanding and cooperation of all faculty members, all administrators, and all staff.
6. A more sincere conviction that a program for the preparation of bilingual elementary teachers is an imperative necessity in this area worthy of the most complete dedication of all persons concerned.

The revisions in the Project's operation for 1968-69 will be for the purpose of making realistic use of these findings and outcomes so that the knowledge and understandings which have been gained shall be immediately implemented. The things which have been found to be successful through this experience will be done in a better way. More involvement on the part of the entire college faculty and staff will be sought. The teacher-training program will further evolve. Plans for making knowledge of financial aid available to students will be greatly expanded. In fact, everything about the Project will be done with more knowledge, with more confidence, with more zeal, and in better ways.